

Childminder report

Inspection date: 28 November 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

The childminder provides an environment that helps children to feel a real sense of belonging. Children develop close and trusting bonds with the experienced and nurturing childminder. The childminder is attentive to children's needs. She offers comfort, praise, and reassurance when the children require it. This helps children to feel safe and secure during their time with the childminder.

Children show positive attitudes towards their learning. The childminder plans a curriculum that is flexible and meets the individual learning needs of children. She uses children's interests and next steps to plan a range of exciting activities and experiences. For example, children enjoy using sensory play to foster a love of learning. The childminder encourages toddlers to explore soap foam and describes the texture, such as how soft the foam feels as they compare it to the snow outside. Children are well prepared for their next stage of learning.

Children learn to be kind and respectful towards others. The childminder is a good role model and sets high expectations for all children. She supports children to recognise the impact of their actions and develop a sense of right and wrong. For instance, she explains to children that they must sit on their chairs properly, so that they do not fall and hurt themselves.

What does the early years setting do well and what does it need to do better?

- The childminder demonstrates a commitment to improving her own practice. She is reflective and gathers parents feedback to ensure that the service she provides meet the needs of children and their families. The childminder has focused her professional development on raising the quality of education for children since her last inspection. For example, she has completed promoting positive behaviour training and supporting children's early language development.
- The childminder knows the children well and provides activities that promote their individual next steps. She provides a good balance of adult-led and child-initiated play. However, the childminder has not yet fully considered the learning environment during planned activities. For instance, children are often introduced to other planned activities at the same time, which prevents them from fully engaging in the intended learning.
- The curriculum intent for mathematical development is strong. The childminder counts out loud as children play and during everyday routines. For example, she counts how many wooden bricks children can stack on top of each other. The childminder uses mathematical language, such as 'full' and 'empty', to broaden children's vocabulary. This supports children to make good progress in their early mathematical development

- Partnerships with parents are effective. The childminder recognises the importance of working with parents to enable children to have the best outcomes. Parents appreciate the standard of care provided and say that their children are always happy to attend. The childminder communicates effectively, sharing what their children have been doing through photos and where they are in their development.
- Children are developing a good understanding of healthy lifestyles. The childminder ensures that children have access to fresh drinking water and fruit throughout the day. The childminder provides advice to parents when children first visit regarding healthy packed lunches. Children practise good hygiene routines, such as regular handwashing. The childminder ensures that children have lots of opportunities to be physically active. They visit local parks and soft-play areas where they learn to climb, walk, run and jump.
- Overall, the childminder supports children's communication and language development well. She gets down to the children's level, makes good eye contact and speaks clearly to them. The childminder encourages children to develop a love of books to support their early communication skills. For example, younger children enjoy using animal picture props to bring stories to life. However, the childminder does not consistently provide children with sufficient time to repeat words or show their understanding and respond with their thoughts.
- Children with special educational needs and/or disabilities are supported exceptionally well. The childminder works in close partnership with parents and other professionals to create personalised plans to ensure children receive the care they need. In addition, the childminder is knowledgeable about how to effectively support children who speak English as an additional language. This helps to ensure good outcomes for all children.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- reduce distractions when implementing planned activities to help children to maintain their focus and engagement
- create more opportunities for children to repeat words and answer questions, to develop their language and communication skills even further.

Setting details

Unique reference number	EY388738
Local authority	East Riding of Yorkshire
Inspection number	10343369
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 11
Total number of places	6
Number of children on roll	9
Date of previous inspection	25 March 2024

Information about this early years setting

The childminder registered in 2009 and lives in Cottingham, in the East Riding of Yorkshire. She operates all year round, from 7am until 6pm, from Monday to Friday, except for bank holidays and family holidays. The childminder holds a level 3 childcare qualification. The childminder offers the government-funded places for childcare and receives specific funding for disadvantaged children.

Information about this inspection

Inspector
Jennifer Cowton

Inspection activities

- The childminder showed the inspector around areas of her home used by children and explained how she supports children's learning and development.
- A joint observation was carried out by the childminder and the inspector.
- The inspector observed the quality of the interactions between the childminder and the children and assessed the impact on children's learning.
- Parents shared their views with the inspector through written feedback.
- The childminder provided the inspector with a sample of key documentation on request, including evidence of paediatric first-aid training and public liability insurance.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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